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ABSTRACT

The 1972 Summer Youth Employment Program, sponsored by Davis-Monthan Air Force Base in Arizona, included 596 youngsters, of whom 377 belonged to the Neighborhood Youth Corps, 130 more were economically disadvantaged, and 48 were American Indian students employed by the base. A wide range of government, industrial, and educational institutions supported this vocational development program by providing funds, practicum counselors and vocational counselors, school buses, and other services. The work experience proved highly successful, due to the encouragement of the work-coordinators and counselors and the use of such techniques as resource speakers, peer tutoring, a refresher course in typing, and drug education instruction. Special-education students were included in this program, which was evaluated by means of questionnaires for supervisors. Various program forms are appended. (AG)

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DAVIS-MONTHAN AIR FORCE BASE

SUMMER YOUTH PROGRAM

1972

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STRATEGIC AIR COMMAND

TUCSON

SPONSORED BY:

DAVIS-MONTHAN AFB

ARIZONA VOCATIONAL EDUCATION DIVISION

NEIGHBORHOOD YOUTH CORPS

TUCSON PUBLIC SCHOOLS DISTRICT 1

DEDICATED TO
COL. PAUL D. COPHER
BASE COMMANDER DAVIS-MONTHAN AFB

FOR YOUR CONTRIBUTION TO THE YOUTH OF TUCSON

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DMAFB SUMMER YOUTH EMPLOYMENT PROGRAM 1972

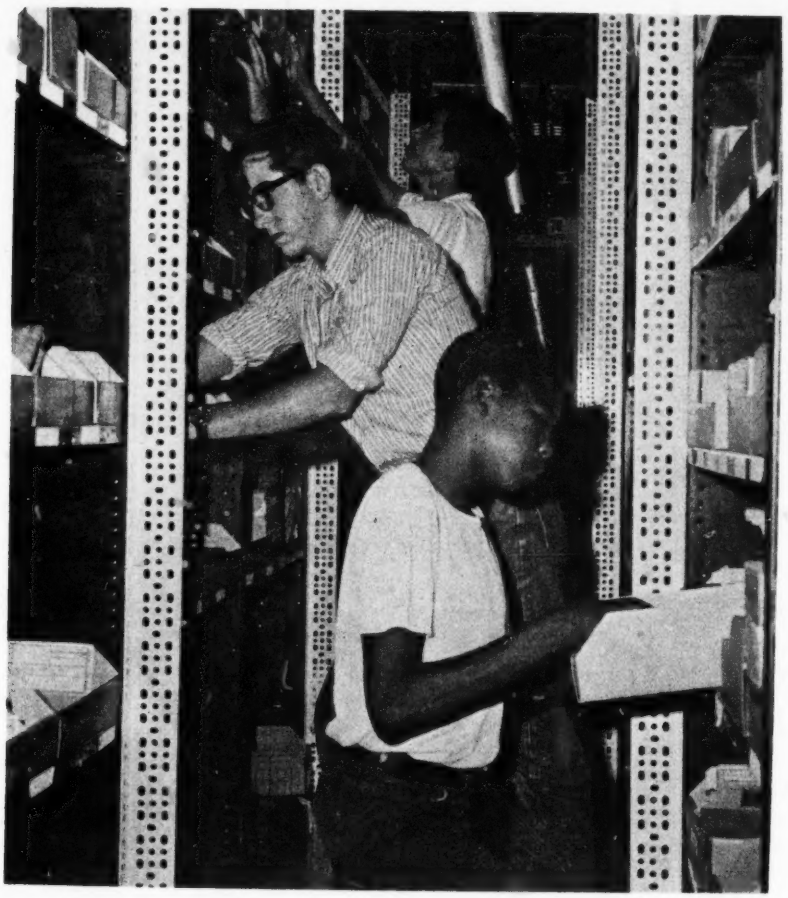
INTRODUCTION

Like "Topsy," our Summer Youth Employment Program just grew and grew and grew. However, this is not too phenomenal when you consider the motivating power behind the program has been our Base Commander, Colonel Paul D. Copher, whose reaction to presentations on program improvements needing his endorsement has always been a curt--DO IT! Then in a paternal philisophical manner,"Anything we can do to help today's kids we should do. Do you know that we are getting youngsters in the military service and in the private sector today who have never worked? We lose time and money in teaching them those basic skills learned on any job such as dependability and responsibility, etc. Therefore, anything we can do will be of benefit to these kids. I still remember the talks a kindly old butcher used to give me when I worked for the A & P Market while I was attending college. He taught me what working was all about, the dignity and enjoyment of a job well-done. So don't ask; DO IT!!" So we did.

Historically, our program has grown from thirty-three (33) youngsters in 1967 to five hundred and ninety-six (596) in 1972. The growth has not only been numerically, but also in program sophistication. Work experience, vocational and career exposure are the basic precepts upon which the program was developed. Additionally, counseling (group and individual), technical resource speakers or field trips, and peer tutoring were added. This year, a vocationally-oriented, recreational Summer Encampment was also part of the program. Youngsters were exposed to a live-in learning experience in which they had the opportunity of observing numerous careers and vocations.

The program has also provided a beneficial exposure to work-coordinator-counselors, practicum counselors, and our military and civilian work force. The counselors are constantly amazed by the lack of vocational and career knowledge which exists among students within the same school district who receive essentially the same basic educational exposure but attend different schools within the district. Hopefully, the voids are partially eliminated through the group and individual counselor exposure. Supervisors and workers are also quite surprised to see the different views and attitudes students have regarding the world of work. Again the void is attributed partially to home environment. Educators stress learning of textual

subject matter with little relationship towards its application within a career or vocation. The home environment provides even less exposure or career information; for if economic achievement has been realized by the parent, the student is not eligible to participate in this program. Therefore,the paradox is the school and home versus the working world. Hopefully, we can provide an insight to both.



FORMS WAREHOUSING

CHAPTER ONE

PARTICIPATING AGENCIES

If the measure of success is the number of interested and concerned participants, then our program is definitely successful. Federal, State, City, Industrial, Educational institutions and agencies all do their part in providing either funds, manpower,services or guidance in assisting students explore vocations and careers in selection of their future work. The contributions made by each organization is an integral part of the successful operation of the program. For instance, loss of the transportation provided by Tucson School District #1 would impair the high attendance rate presently experienced through lack of student transportation. This high absentee rate would then adversely affect the work exposure, counseling sessions, tutoring and resource speakers. Each program contribution is essential and compliment each other.

The participants of our 1972 Summer Youth Employment Program and their contribution is as follows:

(a) Neighborhood Youth Corps which provided three hundred and seventy-seven (377) youngsters for nine weeks' employment including salary payments and tutoring. In addition, the Neighborhood Youth Corps was the prime sponsor of our Summer Youth Encampment which provided a vocational exposure for an additional one hundred and thirty (130) economically disadvantaged youngsters.

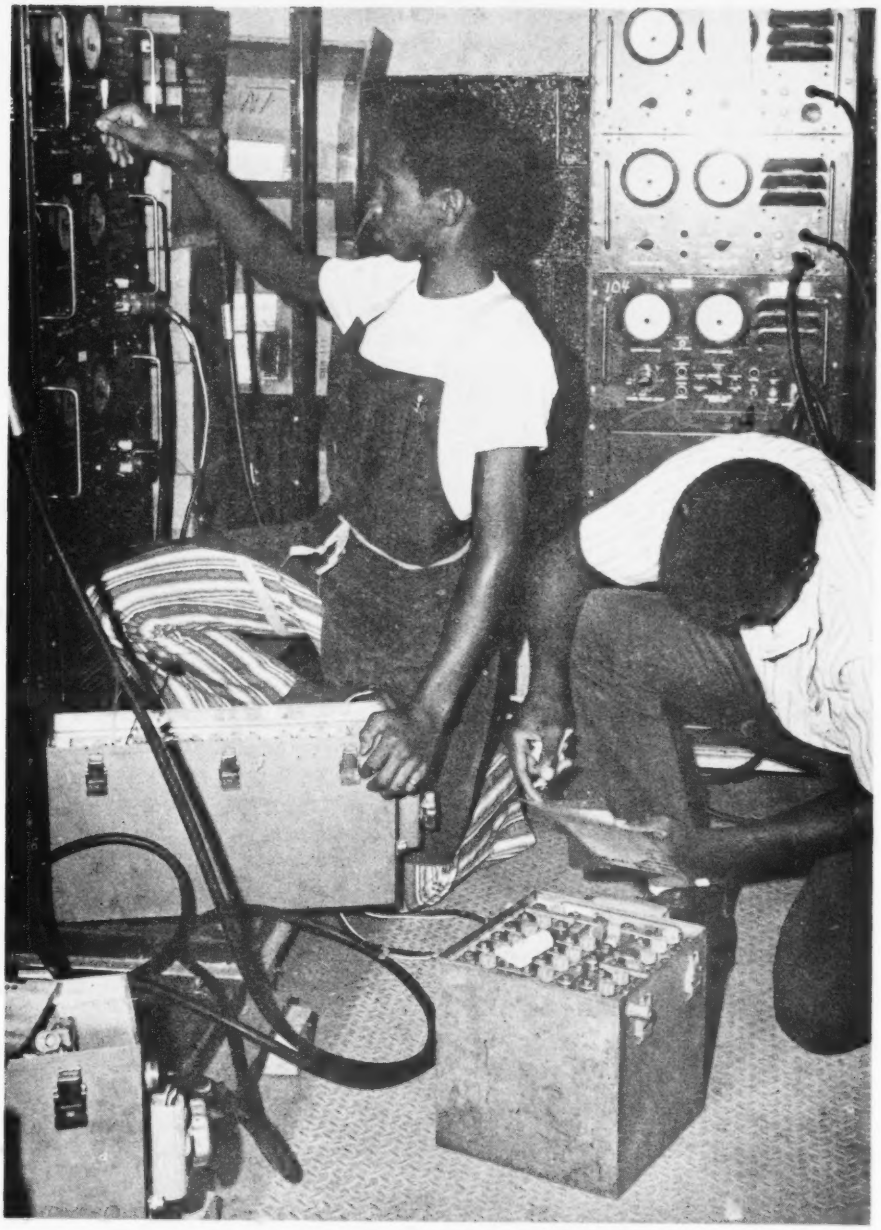
(b) The Arizona State Department of Education, Division of Vocational Education funded eleven (11) counselors for a ten-week period.

(c) The University of Arizona College of Education provided ten (10) practicum counselors to conduct individual counseling and guidance sessions.

(d) Tucson School District #1 provided school buses to transport the students to and from their work sites.

(e) The Bureau of Indian Affairs Tucson Placement Assistance Office also funded a bus and a counselor to provide group and individual counseling for 48 Indian students employed by the base.

(f) The Arizona State Employment Service provided the income verification, screening, and referral to the Neighborhood Youth Corps and the base.



AIRCRAFT BATTERY CHECKING

(g) The City of Tucson provided funding for the meals, tennis shoes, stenciled T-shirts, arts and crafts, supplies,etc. for the Summer Youth Encampment.

(h) Davis-Monthan Air Force Base employed 89 student aids through the Summer Program. A total of 48 of these student aids were Indian boys and girls.

SWITCHBOARD OPERATOR TRAINING

CHAPTER TWO

NEIGHBORHOOD YOUTH CORPS

The NYC, as in previous years, provided the essential ingredient to our program--over 500 economically disadvantaged youngsters. Three hundred and seventy-seven (377) worked in previously identified jobs and one hundred and thirty (130) participated in our Summer Encampment.

Recruitment and assignment of the NYC enrollees took place early in the spring. Announcements and bulletins were distributed throughout the schools notifying students of the employment opportunities available. The types of jobs and the duties involved were previously prepared by the Civilian Personnel Office and distributed to the NYC recruiters. Eighty positions were reserved for youngsters who had worked the year before and supervisors had asked for their return. Personal letters were sent to this group advising them of the availability of their old jobs provided they registered within a given period. Seventy-seven (77) youngsters returned to Davis-Monthan AFB.

An orientation was conducted by the NYC advising youngsters of NYC requirements and completion of additional paperwork a week before commencing work. The base later conducted its orientation in two separate groups on the two separate dates the youngsters reported for work. This consisted of a welcoming address, security and safety presentations, final processing of identification material, work-coordinator-counselor presentations and a base tour. Work-coordinator-counselors delivered their counselees to their respective supervisors and job sites. Supervisors conducted an on the job orientation similar to that conducted for regular employees. Where possible, a regular employee functioned as sponsor during those first few days.

Group counseling sessions were begun a week after the youngsters started to work. Work-coordinator-counselors worked closely with supervisors in scheduling group and individual counseling sessions, as workload and production are a necessary part of the program. Learning job responsibility through the productive process stimulates the youngsters' desire to learn as they recognize their productive capability. It enhances the group and individual counseling sessions by their job success.

Again this year youngsters were assigned as near as possible to their vocational and academic interests. (See attachment #1). Changes are made as the program progresses based on enrollee, supervisor desire or capability. As an enrollee determines that the type of work he selected is not really what he thought it was supposed to be like, a learning has taken place, and an effort is made to switch the enrollee with another enrollee in another de-

sired type of work. Work exposure is beneficial provided success is also experienced. As an example two boys and a girl were successfully achieving in their jobs but were not really challenged by the duties. They were moved to more complex and challenging jobs. They were reluctant to leave their routine and familiar environment for fear of failure. The work-coordinator-counselor carefully explained the benefits and that they could return to their old jobs if necessary. Success on the new jobs was achieved and a broader horizon now exists for these three.

We have as in all things,experienced some failures. However, in relation to the number of youngsters, the varied backgrounds both school, home, and work, our programming has been successful. Seven (7) youngsters were involuntarily separated for disciplinary reasons which involved absenteeism or poor work attitudes. Eleven (11) voluntarily left for better jobs--either more pay, longer hours or the job potentially providing employment through the school year. This in itself gave us pride that our youngsters were aggressively seeking economic improvement. This is what this program is all about.

Attendance throughout the program was once again high because of the transportation provided by Tucson School District #1 and is estimated at ninety-five percent.

AUTOMOTIVE REPAIR

KEYPUNCH VERIFYING

NURSE AID

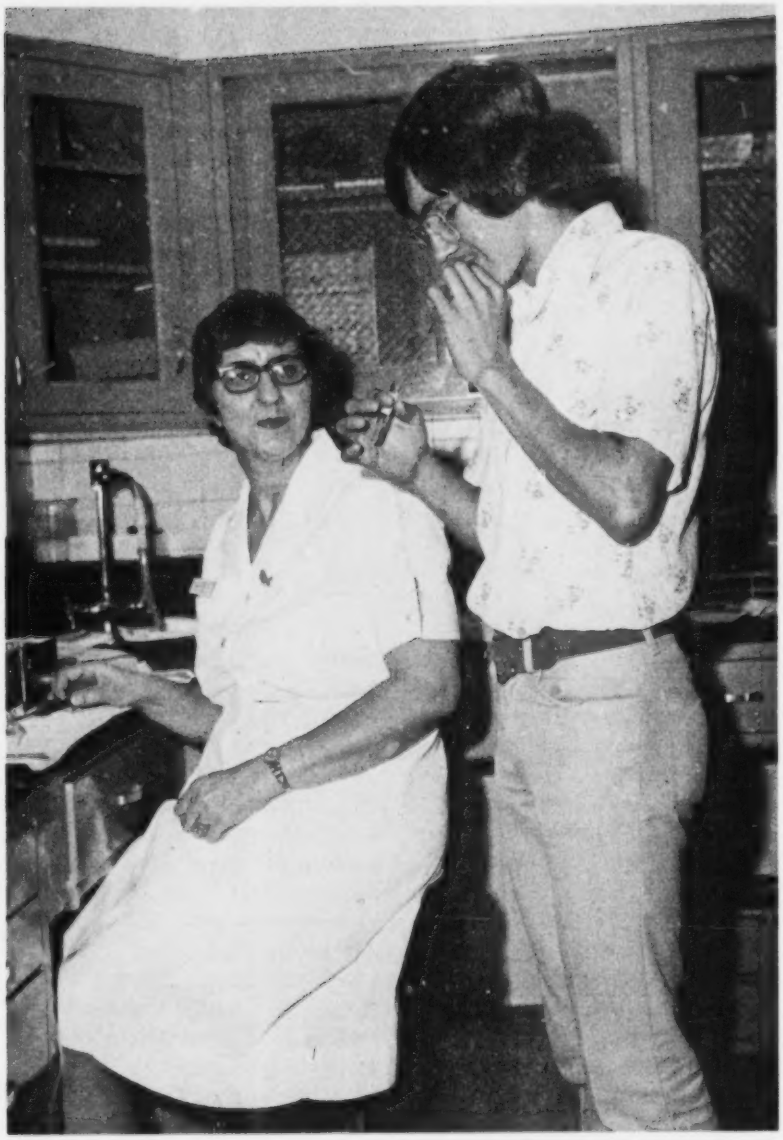
CHAPTER THREE

SUMMER AIDS

The Summer Aid is the title given to the President's Summer Youth Employment Program. It also is directed at economically disadvantaged youth who need summer employment to return to school. Youngsters receive $1.60 per hour and are employed for a forty-hour week in contrast to the NYC enrollee who is restricted to twenty-six hours. Summer Aids must be at least sixteen years of age and no more than twenty-one years old. This program is funded by Davis-Monthan AFB and this past summer provided employment for eighty-nine boys and girls, forty-eight of which were also Indian.

The majority of these youngsters reported for work on 12 June 1972 and worked until 18 August 1972; although there were some who had worked continuously throughout the school year while attending high school, junior college, or the University. Some were employed under High School Distributive or Industrial Education programs.

The Summer Aids were exposed to the same experiences provided the NYC enrollees such as group and individual counseling, resource speakers and field trips. They were, however, assigned more technical and responsible duties because of age, education and past work experiences and abilities. Sign painting, photography, printing, meat market attendant, secretarial, typing, and bookkeeping were some of the assignments. Many of the pictures which appear in this and last year's booklet were taken and developed by a youngster in our employ for the last two years. A Pima Community College student has helped program a computer transition for one of our tenants and has been on our payroll for the past fifteen months. Each year many of our college students return for employment with more knowledge and capability. If they are not seeking employment they stop by to say "Thank you" to former supervisors and co-workers who took the time and effort to help them along. Numerous employment questionnaires from employers all over the nation are received throughout the year inquiring about our DM Summer Employment graduates. It is estimated that in the past five years we have exposed over 1700 NYC and Summer Aids to work experience, training, and counseling and that hopefully our alumni are successfully achieving somewhere.



LABORATORY TECHNICIAN TRAINING

CHAPTER FOUR

SPECIAL EDUCATION

In 1971 the Summer Program included Special Education students. These students are youngsters who are categorized as mentally retarded. They were hired again and assigned to Food Services and the Base Billeting Office.

The boys were assigned in the dining halls and were rotated and taught various industrial food preparation duties. The girls were assigned to the regular maids at base billeting on a one to one basis. They learned the various functions which are necessary in operating a motel or hotel business.

Unfortunately because of the all male staff and airmen using the mess halls, girls were not assigned to this area. This might be considered for next year if the proper arrangements can be made.

The students were from Tucson School District #1 Adaptive Education. They were assisted in filling out their forms by the counselors and NYC personnel. Their orientation as to their assignments and their "Esprit de Corps" is indicated by the fact that in two years of this program only one student has not met the requirements of the program and has had to be released. In comparison to the other students in other areas, this is an exceptional accomplishment of the supervisors and counselors who worked with this type of student.

Because of the type of student which was involved in this program, the counseling provided was oriented towards work preparation rather than vocational. The majority of these students were uncertain as to their vocational interest. However, this year for the first time, they participated in the resource speakers program and attended several presentations.

This year the theme of the counselor working in this area was "How to get along with people." Prior to the date that the students reported, all personnel working with the students were oriented on how to work with adaptive education students. The experience to the young students of working with these Air Force adults is very evident by the statements below:

"The best thing about this job is meeting defferent people and getting along with them."

The above statement was made by a young lady who operated the switchboard.

One young man stated, "The people were one of the best parts of the job. The biggest thing I learned was how to handle myself with different people."

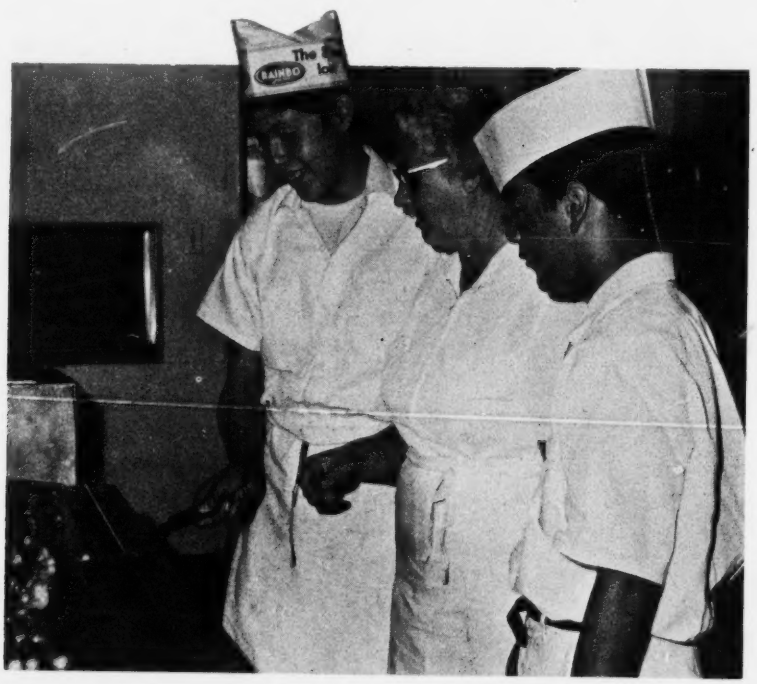
One young lady had problems getting along with teachers and adults in general. After working as a domestic maid trainee on a one to one ratio, she said:

"Learning more than I knew before is the best thing about this job. I liked group meetings because I forget stuff and it helped to remind me of what's happening. The adults are fun to work with when you get to know them."

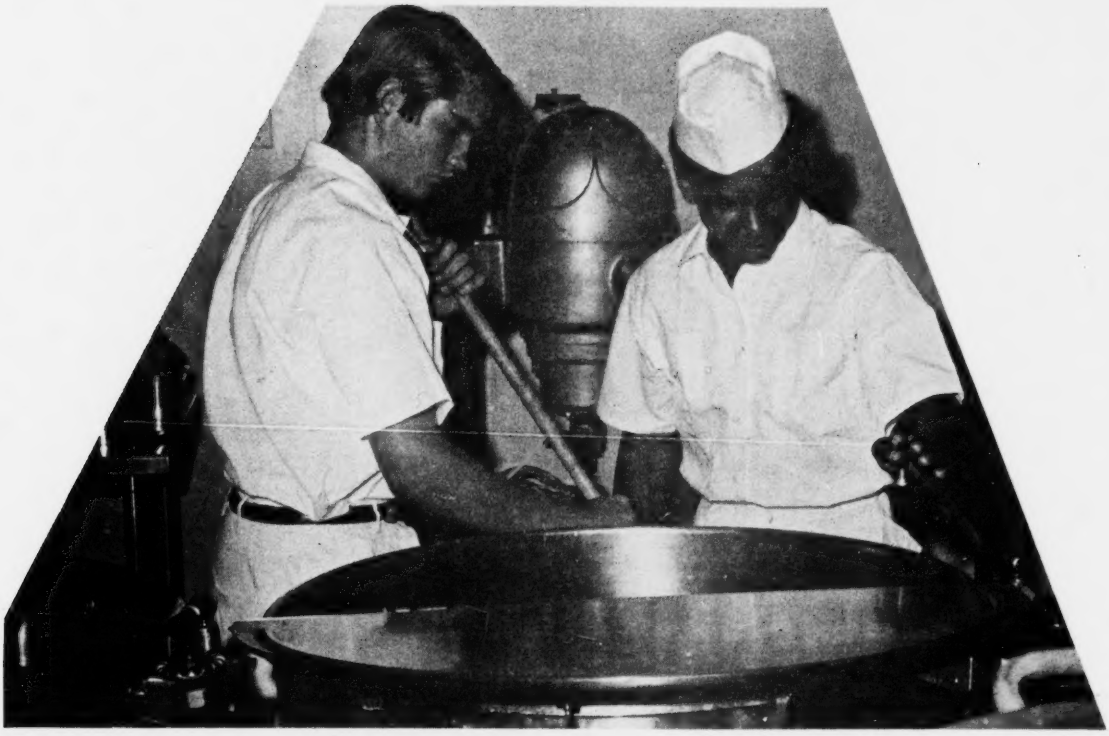
A young man who worked on the serving line told his supervisor, "I like the job very much. I've learned to make food and what to put on it. I can go home and make things I make here. I've learned how to work and get along with people and the other guys."

"The best thing is the money.....I learned how to clean hotel rooms and I've learned how to take orders."

Finally, one young man summed it all up when he said, "The best thing about the job is working with people and learning how not to get mad at them. I'm getting recipes and learning how to cook them, then fix them for my mom. Tonight when I go home, I'm going to make pork chops for dinner. I learned how to fix them here."



GRILL COOKING



MEAT SLICER TRAINING

After two years, the Special Education student in this program has indicated that with the proper counseling, guidance and supervision he too can become a productive responsible individual who can get along with people because he is now one himself.

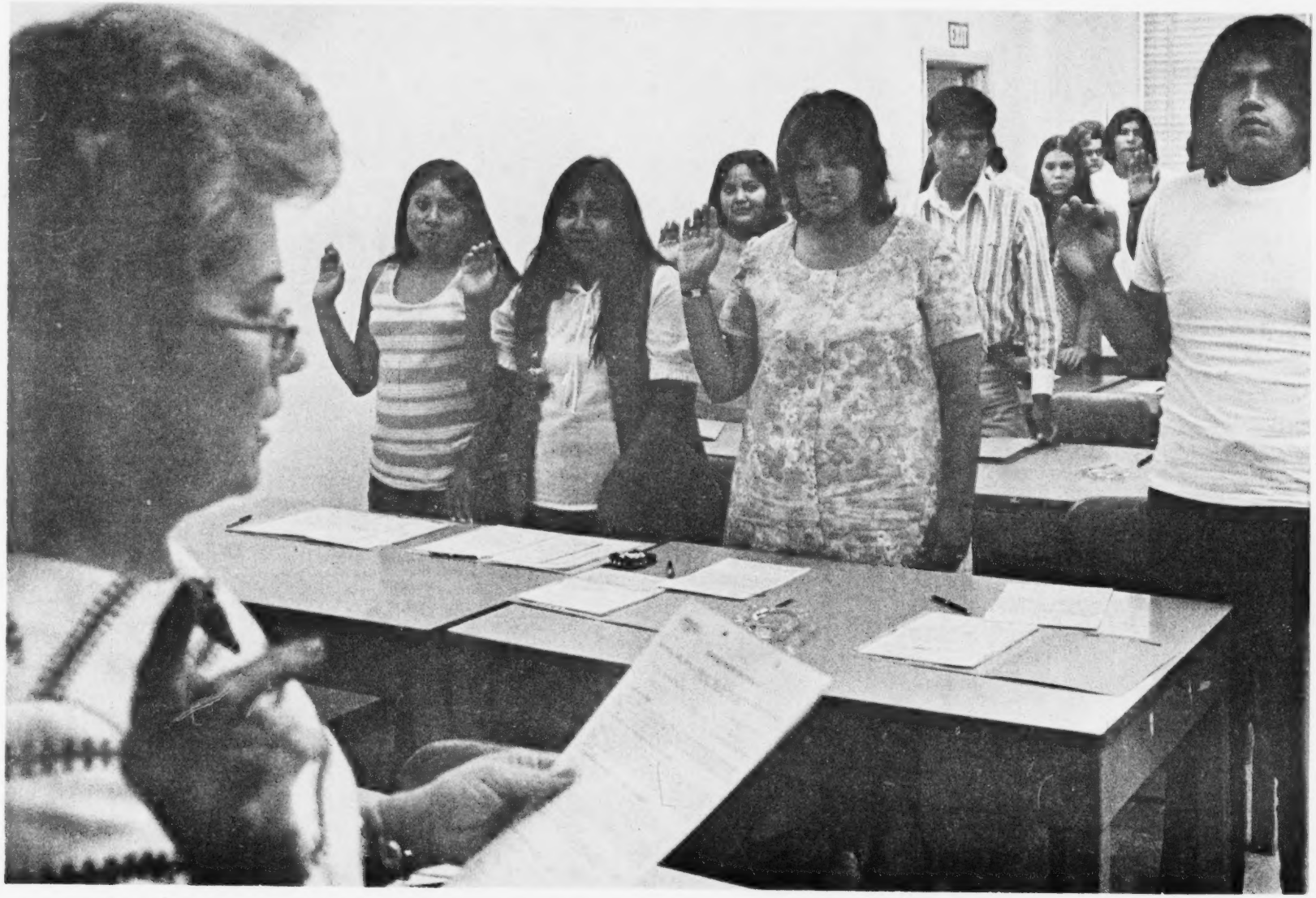
CHAPTER FIVE

INDIAN YOUTH EMPLOYMENT

The Papago Indian People especially those who reside on the Sells Reservation have always been considered "friends" of the base and the Air Force. Their willingness to assist the base in locating lost or downed aircraft has always been appreciated. This group, when called upon for assistance, have always stopped whatever they were doing to help. We, therefore, felt a real obligation in helping their young people obtain employment and a broader exposure in career and vocational opportunities unrelated to the reservation. The employment of young Indian students has frequently been within the reservation complex and the employment has been service-oriented or ranching. Our intent was to permit Indian youth to seek employment in those fields of endeavor in which they might be interested.

Spaces and funding allocations were solicited through Strategic Air Command, Headquarters Air Force, and the Bureau of Indian Affairs in the late summer of 1971. Fifty (50) spaces were ultimately allotted Davis-Monthan AFB in March 1972. Planning and programming meetings were initiated with the local Placement Assistance Office of the Bureau of Indian Affairs. It was decided that if a meaningful program was to be established, an Indian counselor or one knowledgeable of Indian culture would be necessary. Our previous experience with Indian youngsters had been lack of participation in mixed group counseling sessions. This reticence and diffidence we attributed to the differences between the Anglo and Indian cultures. Hence, a counselor familiar with tribal and familial customs and attitudes could more easily elicit discussion on subjects such as work responsibility, success, failure, opportunity, etc. A counselor knowledgeable about the environmental home life and the economic problems of Indian youth would more readily know how to assist and help students recognize and prepare for a vocation or career.

The local Bureau of Indian Affairs Placement Office was instrumental in seeking and obtaining funding and space allocation from the BIA for the employment of the counselor. Initially, it was proposed that a presently employed BIA High School counselor be assigned the base program as their employment is on a twelve month contract. However, this plan was discarded due to the per diem and subsistence costs involved. We, therefore, initiated recruiting procedures for an Indian counselor. Much to our amazement and those in our educational system,a certified Indian counselor could not be found. However, a well-qualified candidate was located who had been employed in a California school district with a predominate Indian population.



OATH OF OFFICE

I will support and defend the Constitution of the United States against all enemies...

Next came the arrangements for transporting the youngsters to and from their worksite. The BIA contracted for a 50 passenger bus and hired a driver. Letters were then sent to BIA schools publicizing employment opportunities for local Indian youngsters attending BIA schools and the procedures to be used.

Youngsters were evaluated and assigned previously established positions. Their assignments were made on their specific interests and capabilities whenever possible. Some difficulty was encountered, however, as several of the youngsters were educationally ill prepared for the working world. This was partly due to the educational program in which the students were participating and partly due to the students' lack of vocational knowledge upon which to project a work objective.

Forty-eight (48) youngsters began their summer work on 12 June 1972. Draftsman, illustrator, library aid, carpenter helper, painter helper, warehouseman, and clerk-typist were generally the assignments to which they reported. In nearly all instances supervisors reported back that youngsters were industrious,hard workers and willing learners. Shyness and reluctance to ask work-related questions were attributed more to cultural training than newness to the job. However, as counselors,both full-time and part-time, began conducting group and individual counseling sessions,shyness diminished and youngsters became acclimated to their environment. The programming for this group was directed at three major objectives which were:

a. What is an employable person and what are the benefits?

b. How do you become employable?

c. After training, how do you go about finding employment?

These objectives,in varying degrees, could apply to any economically disadvantaged youth group,because in order to effectively understand and apply the precepts which evolve from the above, a positive self-concept is a pre-requisite. A youngster must believe in himself before he can make meaningful decisions and learn how to cope with his life prior to becoming effective in the world of work. The Indian youngster has all the typical "hangups" attributed to the disadvantaged plus the problems of a culture alien to the dominant culture. Several sessions were devoted to self-awareness and the introspection necessary for self-understanding of their position and the integration of each culture towards the whole and the development of an inner strength to withstand ridicule from others who do not want to take this step.

This part of our Summer Program identified problems that we herefofore had not experienced such as housing,familial responsibility and institutional needs. These directly contributed to a high absentee rate. A portion of our Indian workforce came from the Sells Papago Reservation and either were living with relatives or were renting. In each situation, difficulties were encountered

by the students. Difficulty with summer foster parents or budgeting their money for payment of the rent are examples. Weekend visits back to the reservation extended beyond the weekend and in many instances, were created by a desire to remain in a familiar and safe environment or were unable to obtain transportation back to Tucson from their isolated village. The familial responsibility problems encountered were due to two factors: (1) Those cases in which parents shirked their parental responsibility and placed the responsibility of caring for younger brothers and sisters with our working child. (2) The other instance which occurred was when the young workers had their own child and adequate child care was not available. Another problem encountered this year peculiar to the Indian youngsters was that of institutional need. Many of the services available to the Indian people are dispersed throughout the county. Consequently, when students needed medical attention, not job incurred,a day or two off the job was necessary. Similiarly, educational financial assistance,scholarships, grants and other supportive services were generally available only at the Sells reservation. This in turn required that students leave the job to take care of their business as these offices were not open on weekends.

If this program is in operation next year, then we would recommend the following:

a. BIA contract dormitory housing with the U of A.

b. BIA contract meal tickets with the U of A for breakfast, dinner and a box lunch.

c. BIA arrange with the U of A to provide those supportive services presently located on the Sells Reservation after duty hours or on weekends. These services would be located within the dormitory or U of A complex. Medical facilities be made available through the University or transportation to Indian medical facilities be provided.

d. BIA provide cultural and recreational experiences on weekends or after duty hours for those youngsters desiring to participate.

Through use of the above recommendations, the Indian youth employed would receive a more complete learning experience than presently exists. For as three of the group stated in their evaluation of our program:

"I just hope this program continues so other Indian youth will have their head start on a work experience."

"I enjoyed the work. I have found out what is is really like and it has made me feel I can handle and do the work with more confidence."

"It was a great opportunity for the Indians."

HYDRAULIC JACK REPAIR

CHAPTER SIX

SUMMER ENCAMPMENT

Fun, Facts, and Friendhsip was the theme used in the development of our first Summer Encampment. Fun---in the use of all the recreational facilities available on the base and adjoining community. Facts--by providing the broadest vocational career-oriented exposure possible in this "community within a community." Friendship--the exposure to boys from other parts of town and adults from various sections of the country, would permit an interchange of information and the creation of lasting relationships.

This program is in conformance with Department of Defense's Domestic Actions Program whose charter is the use of facilities and capabilities of defense activities in assisting communities in resolving social problems. The plan was jointly designed by all organizations on base with each providing facilities,speakers, or services.

Youngsters would be selected by the NYC and arrive on base each Monday morning and leave on Friday afternoon. During this period, they would be quartered and fed on base. Two Encampment Coordinators were employed by the NYC and split a 24-hour duty assignment to provide around the clock attention to this group. A professional counselor with prior Air Force military experience was assigned to prepare the campers for the tours and later discuss the vocations and careers they observed from the military and the civilian vocational viewpoint.

The attached camp schedule indicates the variety of work exposure the youngsters received.

MONDAY - FIRST DAY

TIME	ACTIVITY
0900	Arrival/Orientation at Recreation Center each Monday
1000	Dormitory Assignments
1030	Issue shoes and T-shirts (in Dorm)
1100	Health Screening at Hospital
1230	Lunch in Dining Hall
1315	Tour MASDC and Det 17, ARRS
1530	Group Recreation (Slow Pitch Softball)
1700	Dinner in Dining Hall
1930	Movie at Base Chapel
2300	LIGHTS OUT IN DORM

GRADUATION CEREMONY

TUESDAY - SECOND DAY

TIME	ACTIVITY
0800	Breakfast in Dining Hall
0900	Group Counseling
1000	Arms Familiarization and Firing
1200	Box Lunch at Firing Range
1300	Tour 390 SMW (390MIMS)
1430	Group Recreation (Swimming at Airman's Pool)
1540	Security Police
1700	Dinner at Dining Hall
1900	Sport Event in Tucson

WEDNESDAY - THIRD DAY

TIME	ACTIVITY
0800	Breakfast in Dining Hall
0900	Group Recreation (Bowling)
1000	Swimming
1200	Lunch in Dining Hall
1300	Arts and Crafts
1500	Fire Department Tour and Demonstration
1700	Dinner and evening w/AF family
2300	RETURN TO DORM NOT LATER THAN 2300 HRS.

THURSDAY - FOURTH DAY

TIME	ACTIVITY
0800	Breakfast in Dining Hall
0900	Tour 355 TFW
1200	Lunch in Dining Hall
1300	Safety
1530	Citizenship Training
1700	Formal Retreat Ceremony
1800	Campfire Cookout

FRIDAY - FIFTH DAY

TIME	ACTIVITY
0800	Breakfast in Dining Hall
0900	Tour 100 SRW
1000	Group Recreation - Youth Center Volleyball, Pool, Ping Pong
1200	Dorm to Prepare for Luncheon and Departure
1315	Graduation Luncheon
1430	Return to Dorm
1530	DEPART BASE

Interviews conducted with the campers at the closure of each encampment were beneficial in identifying and shoring up soft spots before the next encampment. Youngsters were extremely appreciative of the exposure and consistently stated they didn't know that much took place on the base. Each expressed a broader understanding for the world of work and felt that the experience would help them in making a career or vocational selection. They especially enjoyed the 390th Missile Wing tour, the Detachment 17's Air Rescue demonstration, and the 355 Tactical Fighter Wing tour. However, this doesn't mean that exposure in all other areas may not have a latent effect on their future thinking.

Special recognition and appreciation is warranted by the Mayor and Council of the City of Tucson for the support and foresight in recognizing the benefits and future impact this type of program may have on Tucson's youth.

CHAPTER SEVEN

WORK-COORDINATOR-COUNSELORS

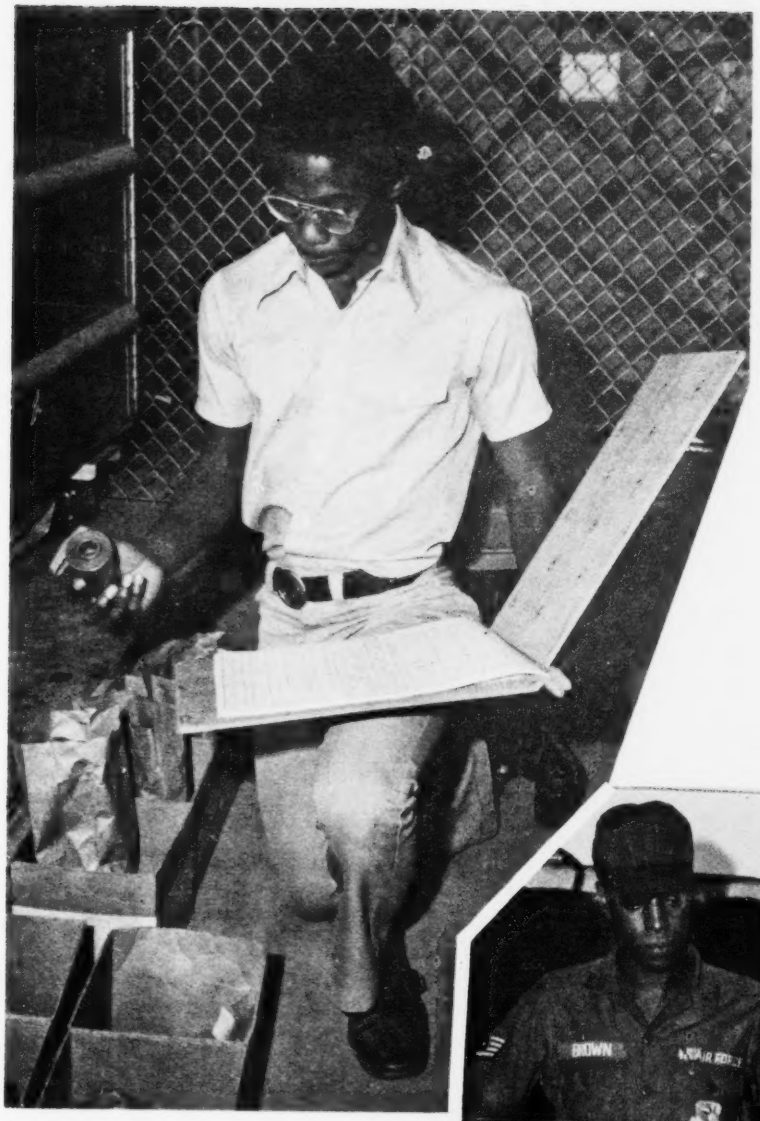
The strength of our Summer Employment Program has been the Work-Coordinator-Counselor. That person who must provide a word of encouragement to the discouraged young worker or explain to an upset supervisor the reasoning behind student worker dress code, etc. The person charged with instilling an understanding and desire in his counselees for further academic achievement in order to prepare for life's work.

We have been very fortunate in the quality and capability of the work-coordinator-counselors who have worked in our Summer Programs. They have demonstrated an empathy for youngsters which carried beyond the normal work situation. Their desire to fulfill counselees' requests for vocational information must, in many cases, have necessitated research of private, school, and public libraries before the question was answered.

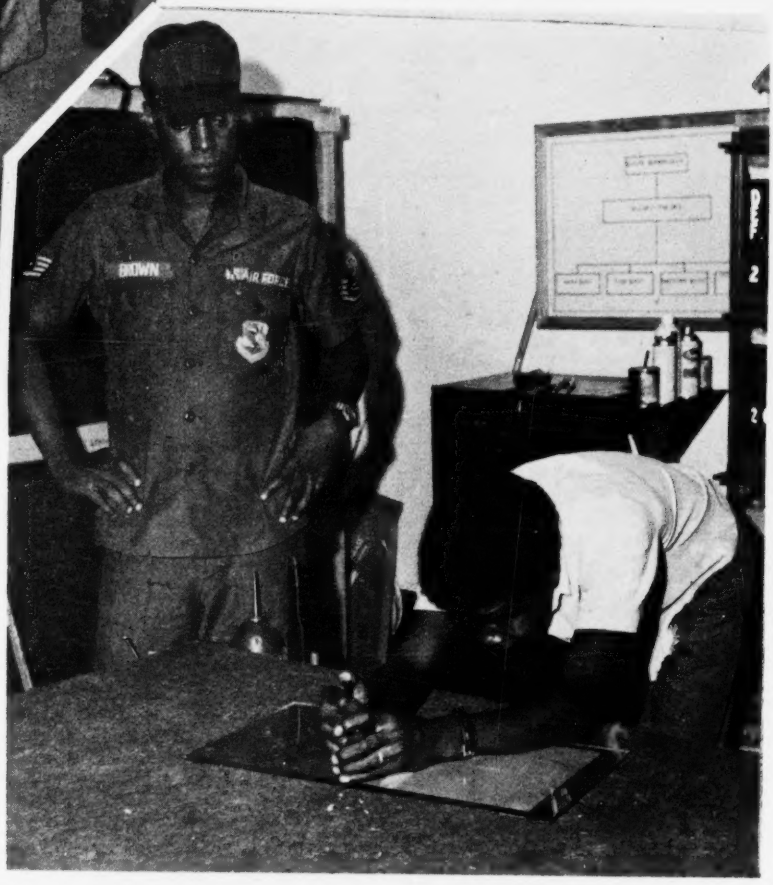
Work-coordinator-counselors are stationed in the immediate vicinity of their counselees and are accessible to supervisors and counselees. They normally work on a fifty-to-one ratio which permits them to provide individual attention to their counselees.

Ten graduate students attending the University of Arizona Practicum in Counseling Summer School Course were assigned to Davis-Monthan AFB. These practicums worked with the work-coordinator-counselor on a part-time basis. They conducted individual counseling sessions using the Biographical Outline (see attachment #2) which is designed to provide family, school, goals, health, and attitudes of the young worker. This information provided a better understanding of the problems the young worker now has or will encounter socially, monetarily or academically.

Work-coordinator-counselors report for duty a week in advance of their students. They receive an in-depth program and procedural orientation and instructions to the supervisors with whom they will work. A great deal of emphasis and discussion is given the Occupational Outline (see attachment #3) as each must develop his own lesson plans for presentation of the material to best fit the age and academic level of the groups. The complete outline is generally covered in group sessions. Personal student questions which arise are responded to by the work-coordinator-counselor on the job or the practicum counselor in individual counseling sessions. Students attended an average of 6.5 group sessions of one hour or more and an average of 3.2 individual counseling sessions. In addition, students were exposed to technical resource speakers and field trips so that on the average, students received over eleven (11) hours of vocational and academic guidance during the nine week period.



PARTS RECEIVING



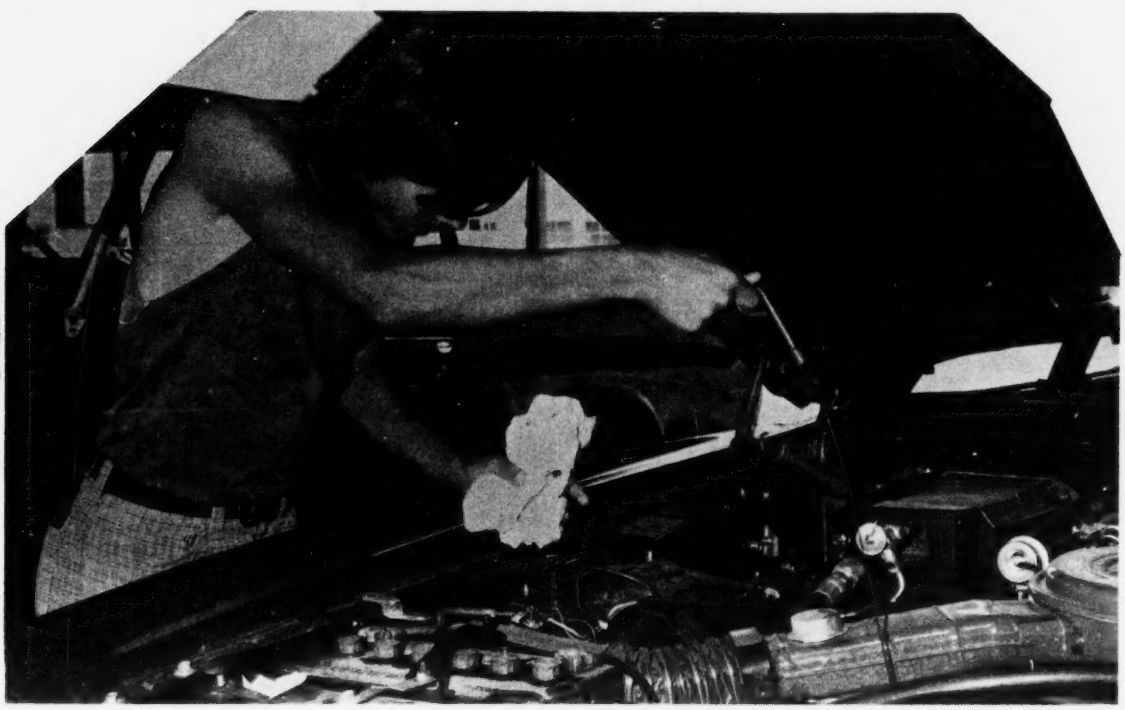
GLASS CUTTING

Work-coordinator-counselors were also instrumental in providing reassignment opportunities for student workers. A total of fifty-three(53) students changed jobs during the summer to better their interest and abilities and the needs of management. As an example, nine students had to be relocated two weeks after the program started when the projected shipping workload failed to materialize in the Packing and Crating section of the Military Aircraft Storage and Disposition Center. Other comparable assignments suitable to student and management needs were found.

The work-coordinator-counselors and the practicum counselors in our program this year were:

Eugene S. Dineen - Program Coordinator
Gilbert A. Carrillo - Asst. Program Coordinator

COUNSELOR	PRACTICUM COUNSELOR
Ray Adkins	Cecilia Hall
Duane Deardorff	Dee Ripa
Gloria Dominguez	Alan Vengel
Bob Herman	Jeanie Wentworth
Richard Huerta	Sue Logdahl
Edward Lucz	Margie Grady
Celia Sue Riddle	Jean Metcalfe
Edouard Thompson	Sally Baker
	Terry Sanders
Lou Ann Yates	
	Susan Williams



CHAPTER EIGHT

RESOURCE SPEAKERS

In the past few years, technical resource speakers were identified after the students reported for work. Usually two to three weeks went by before vocational interests were established. It was found that in almost every year the vocational interests were the same but the members expressing the interest varied. Therefore,this year resource speakers and field trips were scheduled after the first week and throughout the summer.

This year, forty-eight (48) students were taken to a local new car agency. This field trip was given extra meaning when the student's tour guide was the owner himself. Throughout the tour he emphasized the importance of training and education to the students by interviewing the men who were working on the job and allowing the students to question his employees.

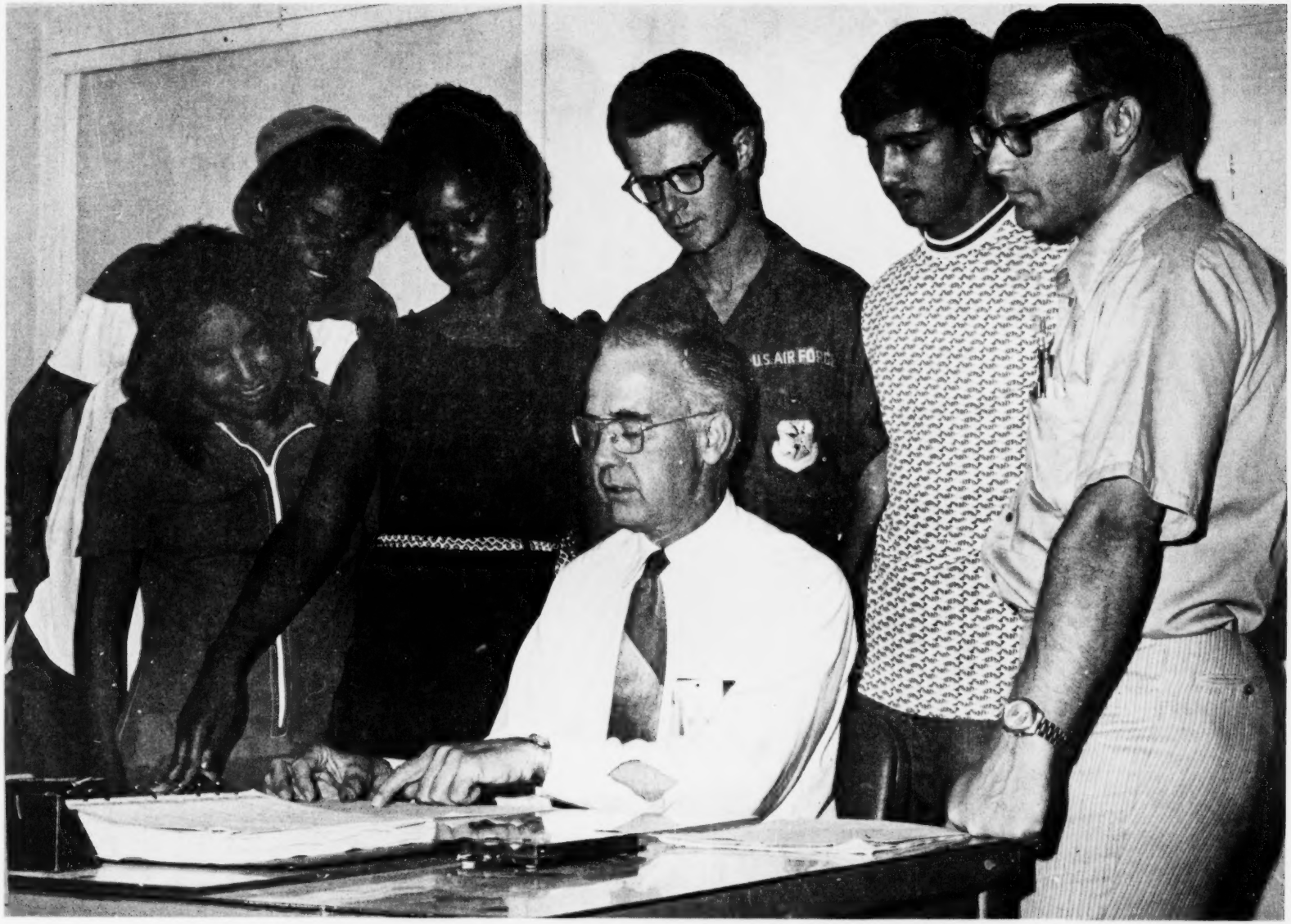
Another field trip was to a local office of a national land company. This company occupies a large building in the community and it houses all types of vocational opportunities for young ladies interested in any phase of office, stenographic or secretarial jobs. The personnel manager and several mambers of his staff conducted the tour. He had the young ladies in small groups and he allowed them time to ask questions and converse with the young ladies who were employed there. This exchange was very beneficial to the students of the Summer Program.

Health services and the opportunities which are available here in Tucson were investigated by the students at Tucson Medical Center. Several members of the educational staff greeted the students and they escorted them on a very thorough tour of the facilities. They also pointed out the various training programs which are taking place constantly at this modern health center. The field of health services was covered from nurse's aide to the practicing physician.

The armed services were invited to talk to the youngsters who were interested. They had representatives from the Air Force, Marines, Navy and Army.

Other areas which were presented by resource speakers were aircraft maintenance and welding. Apprenticeship programs were explained by local officials of the various crafts. Computer programming was explained and investigated by a field trip to a local bank computer center.

Since the drug scene is so prevalent among young people,the base Domestic Actions group held a movie, lecture and rap session in the base theater. This was attended by all of the students in the program.



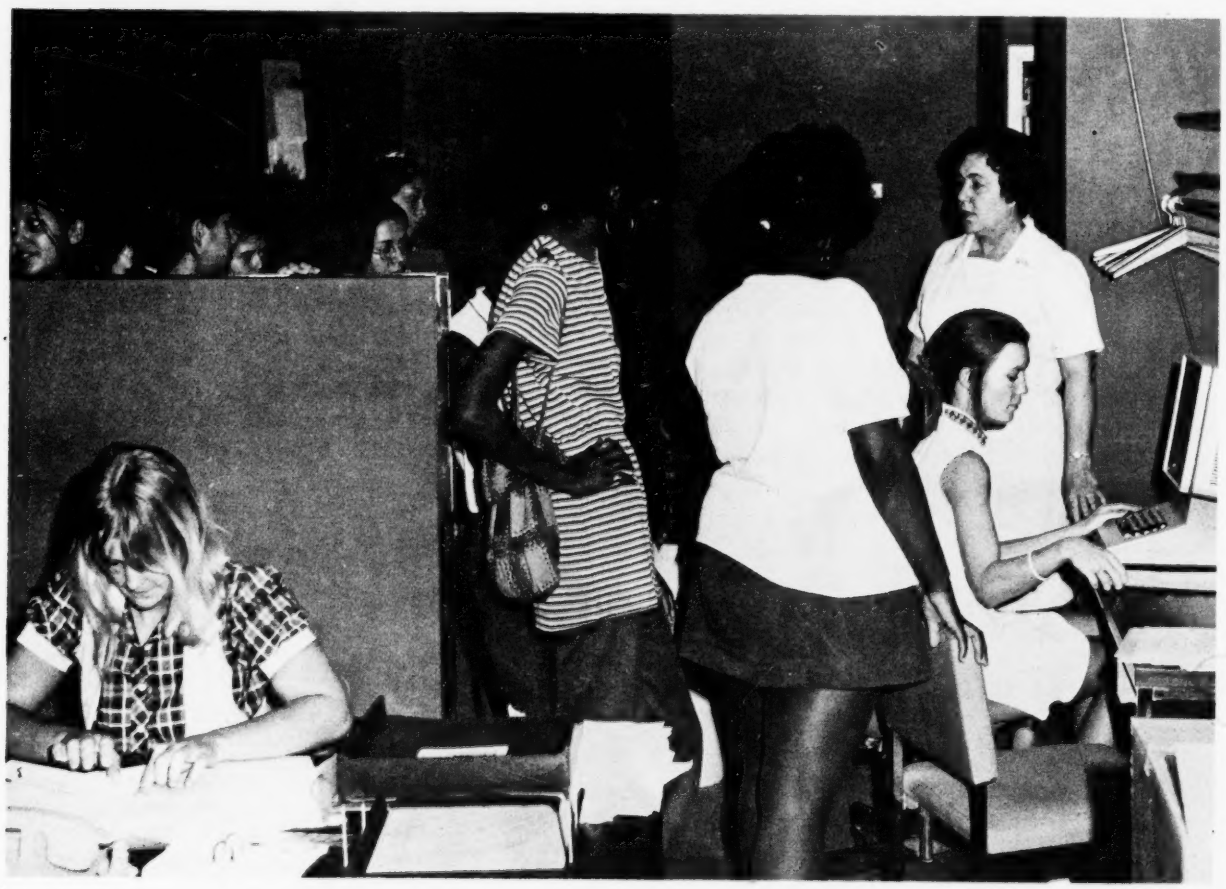
Missile Engineering Staff Meeting

Some of the students who were interested in auto mechanics were taken through a tour of the base transportation operation.

A local bank presented to the interested students a slide presentation of the various occupations and opportunities which the bank provides to the community.

The local junior college had a representative explain the various curricula which is available and the financial help which was available to all students.

The resource speakers and field trips are very valuable tools for vocational exploration. The agencies and personnel which made themselves available to the Summer Program were very enriching to the students.



OFFICE FIELD TRIP

CHAPTER NINE

PEER TUTORING
OFFICE TYPING PRACTICE AND DRUG ABUSE

Learning and maturity has taken place when a youngster realizes that he needs help and voluntarily seeks that help. This is what has happened in the Neighborhood Youth Corps Peer Tutoring Program.

Fifty-five youngsters received special attention in school subjects in which they had experienced difficulty the preceding semester. English, Mathematics, Reading, and Social Science were the subject matter areas covered through the Program Learning concept. Classes met once a week for a two hour period in classrooms provided by the base. Certified teachers developed and trained NYC enrollees who functioned as tutors. Each tutor was considered proficient in the subject matter area and worked with one to five enrollees. Course study assignments were designated by tutor and student and the student progressed at his own speed.

Attendance was initially monitored by work-coordinator-counselors and later dropped as students and supervisors became accustomed to the class periods. This phase of our Summer Program benefited those participants who voluntarily sought and applied themselves.

Another phase of training provided this year was Office Typing Practice. This consisted of refresher training for typists. A short refresher course on setting margins,format, ribbon setting and touch adjustment was conducted by one of our work-coordinator-counselors who was a certified typing teacher. The procedures and shortcuts learned as typing students but soon forgotten was the context of this mini-refresher course.

The Base Social Actions Group who specialize in drug control provided a very informative session in the Base Theater for our young workforce. An Air Force film on Marijuana was used. This was followed by a panel discussion group composed of a former drug addict, local narcotics agent and a moderator from the drug unit of the base. A discussion period followed permitting youngsters to ask questions. This exposure hopefully would dissuade potential experimentation.

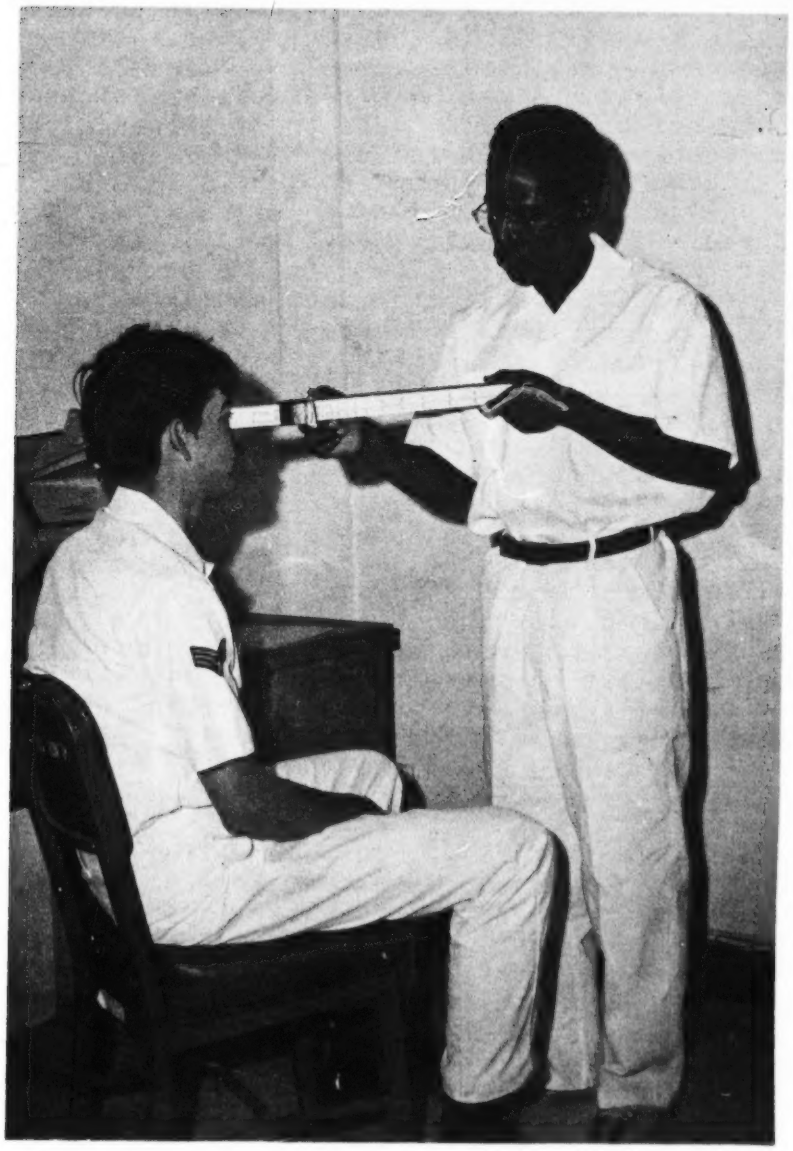
SUPPLY KEYPUNCHING

CHAPTER TEN

PROGRAM EVALUATION

The participating agencies and staff previously identified generally contribute to the overall evaluation of this program. Work-coordinator-counselors evaluate, weekly, both student work assignments and procedures. Changes considered beneficial in either area are made during the employment period. The close relationship which normally exists between student, supervisor and work-coordinator-counselor provides a constant sounding board for minor disagreements before they become major problems. Work-coordinator-counselors submit a final written report of their Evaluation of the Summer Program. Areas of assignment, strength and weaknesses, new, potential work stations, supervisory, knowledge and program acceptance, student worker program evaluation and supervisory student worker evaluations and work-coordinator-counselor's recommendations of what we may do to improve the program. In addition, work-coordinator-counselors complete student summary cards of what their students did during the summer and the vocational goal expressed by the student. These summary cards (see attachment #4) are separated by schools and forwarded to each school principal; who in turn, we are told, gives them to school counselors.

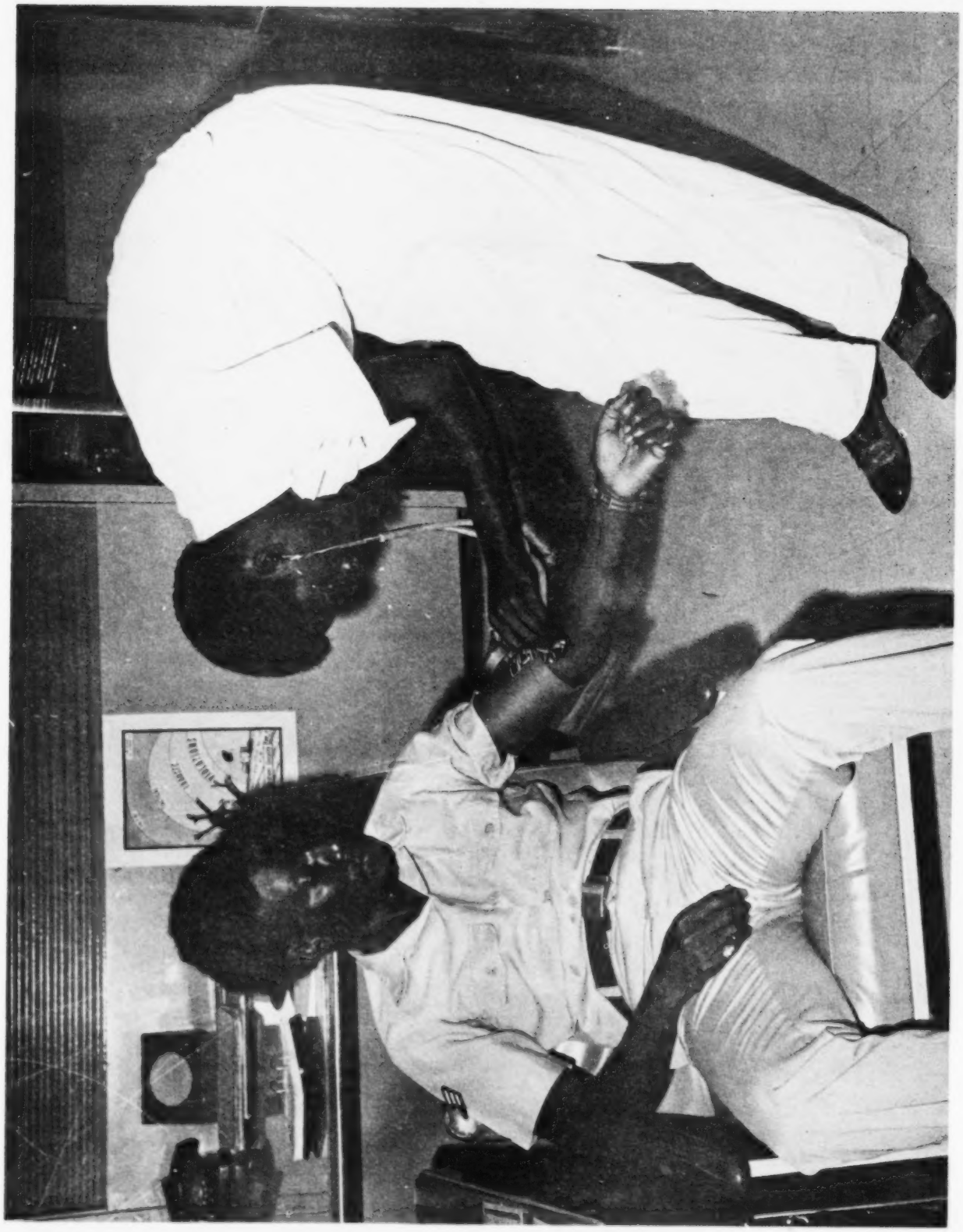
Supervisors are queried by questionnaire (see attachment #5) at the conclusion of the Summer Program. One hundred and twenty (120) responses were returned and tabulated. Generally, supervisors stated the program was successful and should be continued. The criticisms which were made were valid and either were previously reflected by work-coordinator-counselors or the student workers themselves. Some of the recommendations provide solutions to the problems we encountered in this year's program such as--a few work areas were overstaffed (closer coordinating should resolve when jobs are established. More emphasis will be required on office dress code (NYC and base orientations and day-to-day on the job followup by the work-coordinator-counselors and supervisors.) Another recommendation which indicates supervisory interest and concern for the student work force is their request for more student background information in order to provide more practical assistance to the student. Our supervisors and workers have,over the years, become engrossed in and possessive of their young work force and we find a sincere desire to help the youngsters recognize the importance of school or vocational training. Consequently,family background, vocational interest, and job problems might be beneficial to supervisors.



FLIGHT SURGEON MEDICAL EXAMINATION

The young workers are asked to evaluate the program prior to their leaving by work-coordinator-counselors. Later, after they have returned to school, they are sent a written questionnaire (see attachment #6) and a self-addressed envelope for their response. Their anonymity is preserved and their responses for program imporvement are quite candid. Today's youth are not reluctant to poignantly state their dissatisfactions hence, we never know whether our efforts were truly appreciated or not until the questionnaires begin to return. We sent 390 questionnaires and to date 80 have responded and 18 returned by the post office for various reasons. The questionnaires will sporadically continue to arrive until next May, if the previous years' experience is any criteria. The later questionnaires will be signed and affirmatively solicit summer employment. Those which we have presently received are generally favorable and do specifically pinpoint a positive learning response to questions 2, 3,4, 5, 8 (for those participating), 11, 13, 14(40 Yes, 21 No, and 19 undecided), 15, and 16 (expanded). Question #6 relative to counselor assistance was answered almost entirely in the affirmative as negative responses were minimal and these were stated as "Gave me ideas," "Didn't see him enough," "Could have seen me more often." These and others could be interpreted in various ways. We were pleased by the answers to question #2 and the explanatory relationship to question #11 in that student workers identified the work duties they learned and the importance of those duties to the section to which they were assigned. We also received some positive response to question #10 which refers to program improvement. Students recommended such things as more work hours, more pay, more eating facilities, and more buses,more speakers and field trips, etc. These will be evaluated for possible program changes.

Tucson School District #1, through its junior and senior high school principals, counselors, and teachers,have indicated that youngsters who have participated in this program take a more mature attitude towards school work during the school year. School counselors have benefited by the Student Survey Card (see attachment #4) as they receive a discussion starting point and a stated vocational objective--thereby minimizing the student counseling time required. This time may be used to provide broader student population coverage.



BLOOD PRESSURE TAKING

CIVILIAN PERSONNEL OFFICE
HEADQUARTERS 803D COMBAT SUPPORT GROUP (SAC)
Davis-Monthan Air Force Base, Arizona 85707

STUDENT AID QUESTIONNAIRE

FOR: Name_____

Address_____

Tel. No._____

Davis-Monthan Air Force Base can be compared to a small community. There is performed on the base by someone just about everything that exists in the City of Tucson. As an example, we have our own fire department, police department, hospital, grocery store, water plant, building maintenance shops, etc. It is our intent to assign you according to the types of work you are interested in doing or obtaining information about your future schooling or employment.

This questionnaire is used by the Civilian Personnel Office in placing you in the type of job you are qualified to do, would like to learn to do, or learn more about. Please answer the questions as honestly and sincerely as you possibly can.

Check the answer which describes you best:

1. Are you still attending school? Check One YES____ NO____

2. Highest school grade completed: 6-8___ 9___ 10___ 11___ 12___
High School Graduate_____

3. Are you planning to return to school? Yes___ No___

4. What type of high school course did you or are you taking?
Gen Crse_____ College___

5. What kind of work would you like to do at Davis-Monthan AFB? (Identify first, second, and third choices in blank and underline any specialty.)

_____a. OFFICE - clerical,typing, filing

_____b. SHOPS - plumbing, carpentry, electrical, mechanical, painting, grounds maintenance

_____c. SUPPLY - clerical, typing, warehousing

_____d. TRANSPORTATION - motor vehicle servicing

ATTACHMENT #1

_____e. SERVICES - mess attendant

_____f. COMMISSARY - stock handling, warehousing, meat market, produce, clerical

_____g. COMPTROLLER - clerical, bookkeeping, typing

_____h. AIRCRAFT STORAGE

_____i. MISCELLANEOUS ASSIGNMENTS

6. What high school course(s) have you taken that would help in <u>your</u> selection? List, such as, typing, woodshop, auto mechanics, etc.

_____

_____

_____

7. If your answer to Question No. 6 is "None", check which <u>most nearly</u> describes the basis for your choice in Question No. 5:

   Job Knowledge_____Want to Learn_____Future Employment_____

8. What are your plans for the future:

   Return to School_____Find a Job_____ Learn a Trade_____

9. Would you like counselling to help you prepare for:

   Future Employment___School___Trades____Apprenticeship____

10. Would you prefer individual counselling____ or group counselling_____?

DISHWASHER OPERATION

BIOGRAPHICAL OUTLINE

DATE:_____

NAME:_____AGE:_____SEX:_____

1. Family and home situation:

2. School experience and record:

3. Goals, interests, and likes, dislikes:

4. Personal health:

5. Social and emotional adjustment:

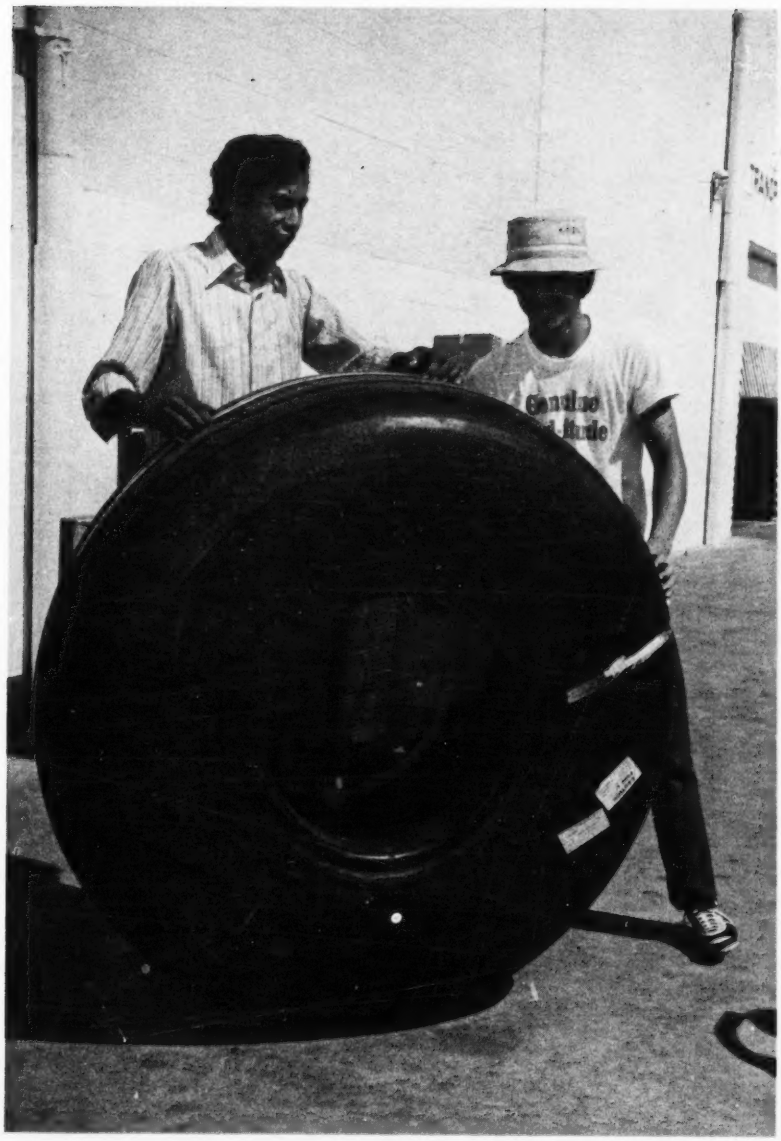
6. Work record and adjustment:

7. Interpretations and recommendations:

   a. Crucial factors involved in adjustment
   b. Immediate recommendations
   c. Long-range recommendations

Use this sketch for each interview. Complete only the parts needed for a specific interview. All outlines will be available for writing a complete case study at the end of the summer.

ATTACHMENT #2



TIRE WAREHOUSING

OCCUPATIONAL OUTLINE

I. Getting A Picture of Work

A. Occupations classified

1. By interest areas
2. By level of academic ability

B. Social and economic effects on occupations

1. Technological changes
2. Industrial decentralization
3. Discovery and depletion of natural resources
4. Population changes
5. Transportation
6. Legislation
7. War

II. Making Career Plans

A. Self-appraisal

1. Personality traits and needs in specific occupational field
2. Abilities and needs in specific occupational field

a. Strengths
b. Weaknesses

3. Interests and effect on life's occupation

a. Importance of social status
b. Importance of financial reward
c. Importance of personal rewards
d. Importance of opportunities for advancement
e. Importance of level of responsibility
f. Importance of educational level including years, cost, need for financial aid, location of training facilities
g. Importance of happiness and success in employment

ATTACHMENT #3

OCCUPATIONAL OUTLINE

B. Make a checklist of necessary information in decision making

1. Prospects for employment
2. Location of work
3. Nature of work
4. Personal qualifications needed for employment
5. Entrance requirements
6. Preparation needed
7. Opportunities for advancement
8. Place of unions
9. Discrimination
10. Salary
11. Other advantages and disadvantages

III. Testing Career Plans

A. Importance of part-time jobs

B. Importance of school subjects

1. Success or failure in subjects needed as background for the occupations

a. List jobs and place subjects needed for the jobs

C. Importance of leisure time activities

IV. Securing a Job and Progressing In It

A. How to get a job

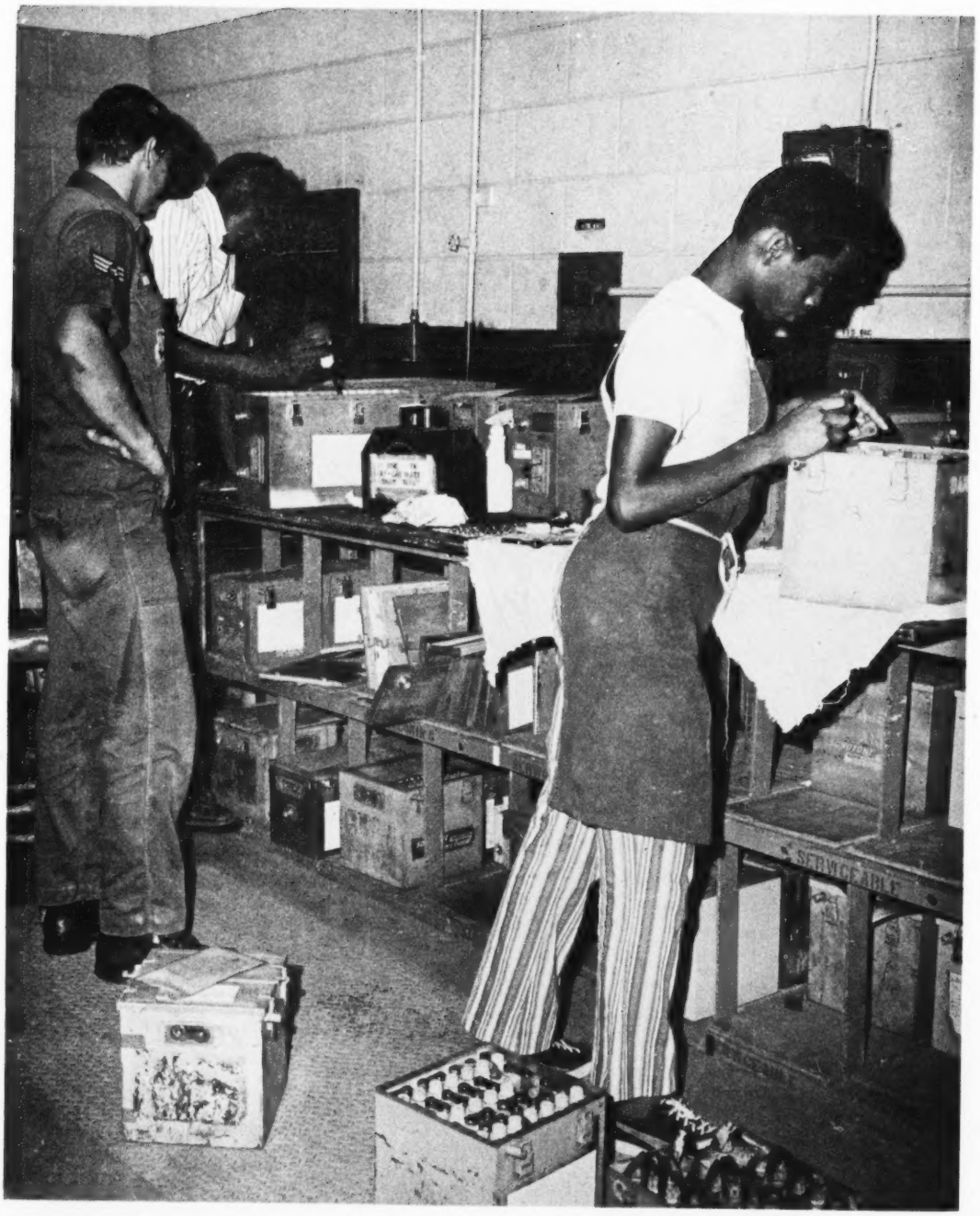
1. Where to look
2. Making a resume
3. Writing a job application
4. Conducting the job interview
5. Letters of Recommendations
6. Post-interview evaluation

B. How to hold a job and gain satisfaction from it

1. Your responsibilities to the job
2. Employer's responsibilities to you

C. How to improve yourself on the job

1. In-service training
2. Further education
3. Taking positive direction from supervision



AIRCRAFT BATTERY SERVICING

DMAFB SUMMER YOUTH PROGRAM

STUDENT'S NAME:_____SCHOOL:_____

DATES OF EMPLOYMENT:_____

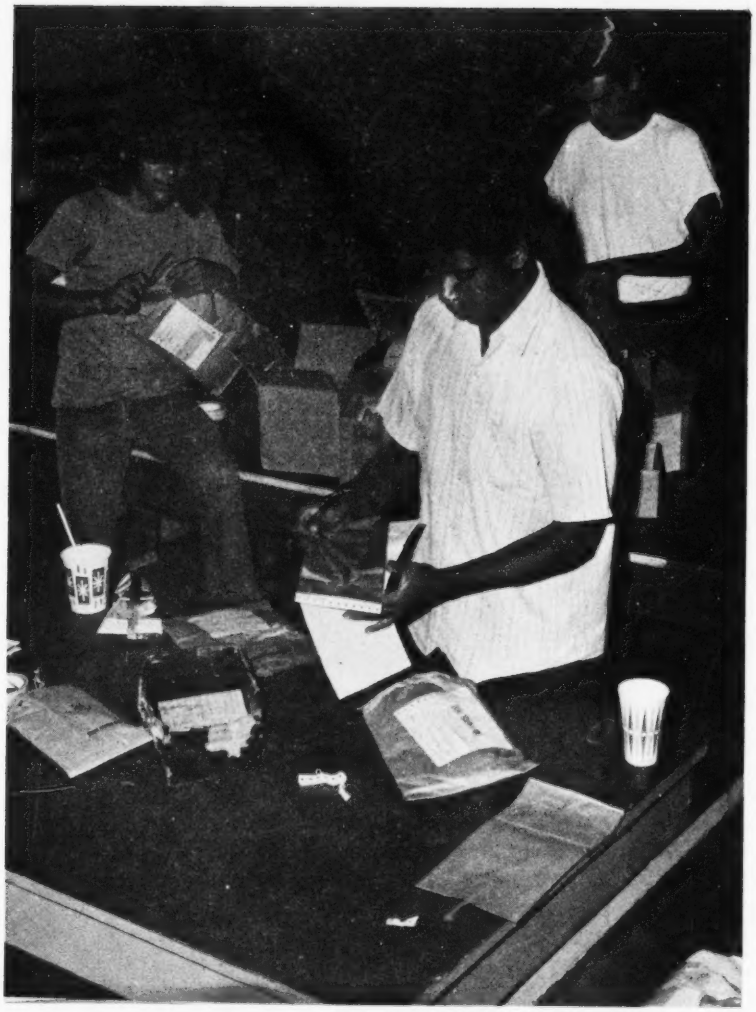
JOB TITLE:_____

WORK SITE:_____

STATEMENT:

VOCATIONAL GOAL:
COORDINATOR-COUNSELOR'S SIGNATURE:_____

ATTACHMENT #4



SMALL PARTS PACKAGING

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 803D COMBAT SUPPORT GROUP (SAC)
DAVIS-MONTHAN AIR FORCE BASE, ARIZONA 85707

REPLY TO
ATTN OF: 803CSG/DPCS

14 September 1972

SUBJECT: Evaluation of Summer Youth Employment Program

TO:

1. Our young work force has now returned to school. A preliminary evaluation was obtained from the young workers that participated in this year's Summer Program.

2. It is apparent by their responses that you and other supervisors have been instrumental in creating a beneficial job environment. The majority stated their supervisor helped them learn something about the job. Another interesting response dealt with a change in thinking towards vocational goal, attitude toward work, attitude toward educational need. Positive changes occurred in all three areas. This again is attributable to the work exposure you provided.

3. Work-coordinator-counselors have been an integral part of our program. In most instances the young workers indicate they received benefit from the counseling they received.

4. There is attached a questionnaire which will provide useful planning information on this program. Your recommendations for program improvement and criticism when warranted have assisted in developing a better program. Please complete the attached questionnaire and return it to 803CSG/DPCS by 1 October 1972. Should you have any questions regarding the questionnaire or the program in general, you may contact me at extension 3270.

ARTHUR H. VILLAESCUSA
Chief, Special Programs

ATTACHMENT #5

SUMMER YOUTH PROGRAM

SUPERVISOR'S EVALUATION

1. Were the jobs you established satisfactory to the needs of your organization? YES or NO (Circle one)

   RECOMMENDATIONS:

2. Are there additional work areas in your organization suitable for student employment? YES or NO (Circle one)

   RECOMMENDATIONS:

3. Were you given an appropriate briefing prior to the start of the Summer Program? YES or NO (Circle one)

   RECOMMENDATIONS:

4. Did you have any problems with the Summer Youth Program this summer? YES or NO (Circle one)

   DESCRIBE:

5. How might these problems be resolved?

   DESCRIBE:

6. Was the Summer Youth Counselor of any help in your area?

   DESCRIBE:

7. What kind of information or assistance would you like from the Summer Youth Counselor?

DESCRIBE:

8. What suggestions or recommendations do you have that would help the program?

Return to DPCS by 1 October 1972.

ATTACHMENT #5-3

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 803D COMBAT SUPPORT GROUP (SAC)
Davis-Monthan Air Force Base, Arizona 85707

REPLY TO
ATTN OF: 803CSG/DPCS 15 October 1972

SUBJECT: Employment Follow-up

TO: NYC Enrollee or Student Aid

1. Through your efforts and cooperation, we had another successful Summer Youth Employment Program at Davis-Monthan Air Force Base.

2. Even though the program was successful, we realize that you as a participant, can inform us of any ways we can improve the program. Therefore, we have attached a questionnaire so we can use your replies and ideas to improve the summer program. Please fill out the questionnaire and return it in the enclosed self-addressed envelope. Since the questionnaire doesn't require your signature, it will in no way reflect back to you.

3. I would like to thank you again for your help and cooperation during the past summer.

FOR THE COMMANDER

1 Atch: Student Aid Questionnaire

ARTHUR H. VILLAESCUSA
Chief, Special Programs Section

ATTACHMENT #6

CIVILIAN PERSONNEL OFFICE
HEADQUARTERS 803D COMBAT SUPPORT GROUP (SAC)
DAVIS-MONTHAN AIR FORCE BASE, ARIZONA 85707

* * STUDENT AID QUESTIONNAIRE * *

1. Was the Summer Youth Program what you thought it was going to be?
YES_____NO_____

If no, why not? Explain what you thought it should have been._____
_____
_____

2. Did you learn anything from your job this summer?
YES_____NO_____

Explain:_____
_____
_____

3. The working world has many requirements and responsibilities. Please identify some of those you learned this summer.
_____
_____
_____
_____

4. Do you feel that your summer experience at Davis-Monthan will help you plan your future? YES_____ NO_____

If your answer was "Yes," explain what part of your summer experience was most helpful to you._____
_____
_____

5. How much on-the-job training did your supervisors provide? (Circle one)

Quite a bit Some Very little None

a. Was the training of value in your vocational goal selection? YES_____ NO_____

6. Did the counselor help you? YES_____NO_____

a. If yes, how?_____
_____
_____

ATTACHMENT #6-2

b. If no, how could he have helped?_____

7. Did the base orientation and the bus tour help you? YES_____ NO_____

a. If yes, how?_____

b. If no, why not?_____

8. Did you participate in the tutoring program? YES_____ NO_____

9. Did you receive any benefit? If so, how?

10. What do you think should be added to, expanded, or dropped from the Summer Youth Program?_____

11. Do you feel that your duties were important to the job of the organization you worked for? YES_____ NO_____

Please explain why_____

12. After your experience this summer, do you feel that you would like to work on a government type installation (base) in the future? YES_____ NO_____If your answer is "No," please explain why._____

13. Would you like to work at Davis-Monthan Air Force Base again next summer? YES_____ NO_____

14. Will you select a vocational course in your junior or senior year as a result of what you learned this summer?_____

15. Were the Technical Resource Speakers or field trips helpful to you? YES_____ NO_____ If yes, how?_____

If no, why not?_____

16. Should they be dropped_____reduced_____expanded_____(Check one)

ACKNOWLEDGMENT

The cover of this publication was printed by the students in the Vocational Graphic Arts Department, Arizona School For The Deaf And The Blind.

Our thanks to these talented students.